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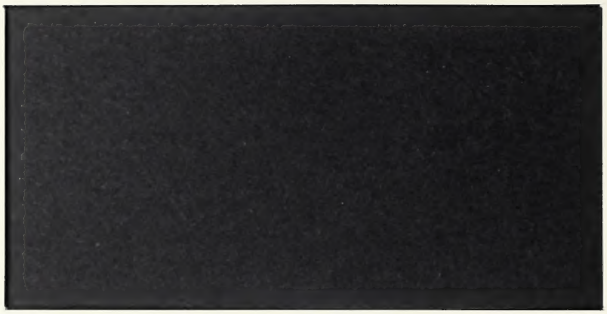
MODULE III WORKBOOK
GENERATING AND RESEARCHING OPTIONS

Alberta
PERSONNEL ADMINISTRATION OFFICE
Personnel Planning and Career Development



CANADIANA

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MODULE III WORKBOOK
GENERATING AND RESEARCHING OPTIONS

In this module you will generate job/occupational options and start researching them. More specifically you will

- look at Childhood Messages and how they may affect your career planning;
- fantasize the ideal job for yourself;
- develop skills to identify, explore and evaluate occupational alternatives

Turn on the tape when you are ready.

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CHILDHOOD DREAMS EXERCISE

Complete this exercise in a relaxed environment. Close your eyes, think back to your childhood, and consider the following questions. Jot down the memories that come to you.

As children, we all had dreams and fantasies about what we would do, what we would be, when we grew up. When you were a child ...

What especially attracted and fascinated you?

What did you love to do, or to daydream about (no matter how silly or unimportant it may seem to you now)?

When you pretended to be an adult, what were you doing? (Visualize yourself as you were then).

What did you want to be when you grew up?

Review the memories that came to you. Do they suggest anything you might like to pursue now? Write these down.

At this point add any new ideas to your career options list from Module I.

When you are ready, turn the tape back on.

Taken from Wishcraft: *How to Get What You Really Want*, by Barbara She, Ballantine Books, 1979, New York.

MY IDEAL JOB

Use the following space to describe your ideal job and to make notes about any important insights you gained from the exercise.

When you are ready, turn the tape back on.

RESEARCHING OCCUPATIONS QUESTIONS TO ASK

What do you need to know about each occupation to compare them? As you look at different occupations, think about what each one involves (duties, activities, responsibilities, working conditions); what it requires (education, training, personal qualifications); and what it has to offer (skills learned, salary, benefits, opportunities for advancement and promotion). Then relate all the information back to what you want in an occupation.

Try to answer these questions.

WHAT IT INVOLVES

- What is the occupation usually called? Is it known by any other name?
- What do people DO on the job? What are their duties and responsibilities? Would any of your past jobs or hobbies give you useful experience in such work?
- Are there any occupations which are related but which have different responsibilities and entrance requirements?
- Does the occupation involve shift work, or are the hours regular?
- Is the work seasonal? periodic? continuous?
- What is the usual work environment? Would you be working indoors? outdoors? in an office? from your car? Would you have to contend with noise, dust, or cold?

WHAT IT REQUIRES

- What are the basic entrance requirements? What abilities, aptitudes, or skills do you need to do the job? For example, do you need to be able to work well with numbers or ideas, or do you need to be better at working with your hands?
- What level of education is needed to enter the occupation?
- What kind of training is necessary?
- Is there on-the-job training, or is a technical, college, or university education necessary? How long will it take? How much will it cost? Will you have to move to get the training you need?
- Will a license or certificate be required for employment? If so, what qualifications must you have?
- Are there any unusual physical, legal, or social requirements? For example, do you have to carry heavy items such as sample cases? Are you expected to entertain clients or customers often? Do you have to be bondable? Do you have to be a certain age?

- Is it necessary to own any special equipment or tools? If so, how much do they cost?
- Are you willing and able to get the education, training, and other requirements necessary to work in this occupation?

WHAT IT HAS TO OFFER

- What type of job can you reasonably expect to start with?
- How much can you earn? Is the starting pay what you need? If not, can you get by until the pay improves?
- What are the fringe benefits? Are there medical, dental, and retirement plans?
- What is the employment outlook? Are there job openings in your home town or city? Are there employment opportunities in the province? If not, where is employment likely?
- Is the occupation expanding, declining, or remaining steady? Will there be jobs in this field in five years? in ten years?
- What technological changes are taking place? How will these changes affect the work and the worker?
- What are the opportunities for advancement? Will you need to retrain to remain employable or be promoted in the future?
- What skills will you learn from the job? Are any of these skills useful in other occupations?

Turn the tape back on when you are ready.

OCCUPATIONAL INFORMATION

Duties and responsibilities

Working conditions

Personal qualifications

Education/training/licensing requirements

Salary and benefits

RESEARCHING OCCUPATIONS:

Catalogue of Occupations Within the Alberta Public Service

Produced by the Career Planning Centre, Organization Development Division, P.A.O., this catalogue provides information on specific job duties, minimum recruitment standards, salary range and the number of permanent positions across all government departments (classifications with less than 10 positions across government are not included). This is followed by career pathing information. The first tells you where employees have been hired from; i.e. how many from outside the provincial government and if hired from within, what their classification was. The second career pathing information tells you where employees in a particular classification have gone to within the provincial government system.

This information may be of particular interest to you if you want to stay in the employ of the provincial government. It may give you ideas about particular jobs or even what jobs may lead to other more senior or specialized jobs.

Call your Career Planning Consultant for copies.

See the following Clerk IV excerpt for an example of the information you can obtain.

CLERK IV

At this level the person performs responsible supervisory or highly complex clerical work. Specifically, the person either managers and co-ordinates the work of a moderate-sized group of employees engaged in payroll or accounting functions; supervises a small group of employees, assuming responsibility for the accurate performance of the unit; or supervises, allocates and directs the work of a large group of employees engaged in work of a routine nature. The individual plans, assigns or reviews the work of clerical employees; conducts important correspondence requiring a wide knowledge of regulations, policies and procedures; receives applications and reviews file information; and/or performs responsible and complex work, checking data and involved computations and preparing statistical reports and summaries.

Minimum Qualifications: (These are the minimum qualifications only and can change due to market conditions and response on competitions.)

- High School Diploma, including or supplemented by related courses, plus three years related experience performing progressively responsible clerical work, including six months supervisory experience (where applicable). Equivalency: Additional education or experience may be considered on the basis of one year of education for one year of experience; or a directly related Business Diploma plus 1 year experience.

Salary Range:

$19,728 - $23,604 per annum. (Salary figure may be outdated)

Number of Positions in the Class:

983

CLERK IV

During the period April 1984 to May 1984 successful candidates on these competitions come from:

Outside the Alberta Public Service	108	(31.9%)
Within the Alberta Public Service:		
Clerk III	105	(31.0%)
Clerk IV	77	(22.7%)
Clerk Typist III	21	(6.2%)
Disbursement Control Officer I	2	(0.6%)
Clerk Stenographer III	2	(0.6%)
Clerk I-II	3	(0.9%)
Auditor I	1	(0.3%)
Word Processing Operator II	2	(0.6%)
Clerk Typist I-II	7	(2.1%)
Ministerial Stenographer II	2	(0.6%)
Administrative Officer I	2	(0.6%)
Research Assistant	1	(0.3%)
Clerk V	2	(0.6%)
Word Processing Operator III	1	(0.3%)
Judicial Clerk II	1	(0.3%)
Stockkeeper I	1	(0.3%)
Bindery Equipment Operator II	1	(0.3%)
	339	

CLERK CAREER PATHS

During the period of April 1984 to May 1986 employees at these levels moved into the following positions within the Alberta Public Service:

A. **CLERK I-II**

Word Processing Operator I	1	(0.7%)
Switchboard Operator	1	(0.7%)
Stores Clerk	1	(0.7%)
Clerk III	119	(81.5%)
Clerk IV	3	(2.1%)
Postal Clerk I	1	(0.7%)
On-Line Data Processing Operator	7	(4.8%)
Judicial Clerk I	3	(2.1%)
Clerk Typist III	7	(4.8%)
Correction Officer I-II	1	(0.7%)
Equipment Operator I	2	(1.4%)
	146	

B. **CLERK III**

Programmer	2	(0.6%)
Public Safety Services Officer II	1	(0.3%)
Stockkeeper II	1	(0.3%)
Tax Auditor I-II	6	(1.8%)
Transport Officer I	1	(0.3%)
Word Processing Operator II	3	(0.9%)
Word Processing Operator III	3	(0.9%)
On-Line Data Processing Operator	4	(1.2%)
Accountant I	1	(0.3%)
Administrative Officer I	6	(1.8%)
Clerk III	171	(51.2%)
Clerk IV	105	(31.4%)
Clerk V	8	(2.4%)
Clerk Typist III	10	(3.0%)
Planning Officer I	1	(0.3%)
Ministerial Steno II	1	(0.3%)
Clerk Steno III	1	(0.3%)
Computer Production Controller III	2	(0.6%)
Computer Production Controller II	1	(0.3%)
Computer Operator I	3	(0.9%)
Judicial Clerk I	2	(0.6%)
Judicial Clerk IV	1	(0.3%)
	334	

C. **CLERK IV**

Accountant I	6	(3.7%)
Administrative Officer I	28	(17.3%)
Budget Officer I	1	(0.6%)
Budget Officer II	1	(0.6%)
Career Development Officer I	2	(1.2%)
Clerk III	5	(3.1%)
Clerk IV	77	(47.5%)
Clerk V	29	(17.9%)
Clerk Typist III	3	(1.9%)
Clerk Steno IV	1	(0.6%)
Computer Operator I	1	(0.6%)
Disbursement Control Officer I	1	(0.6%)
On-Line Data Processing Operator	1	(0.6%)
Personnel Administrator I-II	4	(2.5%)
Stockkeeper II	1	(0.6%)
Tax Auditor I-II	1	(0.6%)
	162	

D. **CLERK V**

Accountant I	5	(8.6%)
Accountant II	1	(1.7%)
Administrative Officer I	24	(41.4%)
Buyer I	2	(3.4%)
Clerk III	1	(1.7%)
Clerk IV	2	(3.4%)
Clerk V	15	(25.9%)
Clerk Typist III	1	(1.7%)
Personnel Administrator I-II	1	(1.7%)
Public Affairs Officer II	2	(3.4%)
Systems Analyst I	2	(3.4%)
Tax Auditor I-II	1	(1.7%)
Manager - General Administration	1	(1.7%)
	58	

RESEARCHING OCCUPATIONS

Occupational Profiles

Produced by Career Development and Employment, these brochures provide information on the specific job duties, qualifications required, employment and advancement, salary (always check date of publication), sometimes related occupations to look into and other sources of information. The profiles are divided into the following categories:

Agriculture	Health
Design	Oil and Gas
Data Processing	Radio and Television Services
Clerical	Services
Air Transport	Social Services/Sciences
Education	Sport and Recreation
Finance	Writing

An example is provided on the following pages for a Library Technician.

LIBRARY TECHNICIAN

Library technicians perform library tasks that require specific knowledge and skills. Duties vary with the type of library but can include: assisting in the acquisition of print and non-print materials, producing graphics and display materials, storytelling, cataloguing and classifying print and non-print materials, maintaining catalogues and periodical selections, and compiling and consulting indexes. They may also provide information and assistance in the use of library resources, audio-visual equipment and circulation procedures. Computer technology is becoming increasingly important as technicians are involved in automated reference searches, circulation of material, acquisitions and indexing.

Library technicians may work under the supervision of a librarian or be in charge of their own libraries. In either capacity, they may direct the work of other technicians, clerical staff or student assistants. They are involved in duties similar to those of librarians but generally handle the more routine technical aspects of library work such as checking out material, answering quick reference questions, organizing periodicals and typing catalogue cards. Library technicians may work in bright, modern, busy surroundings providing services to the public or in quieter offices, accessible only to library personnel. Academic and public libraries often require library technicians to work evenings and weekend shifts.

Qualifications

Library technicians should have a flexible attitude, initiative and the ability to follow directions carefully. Imagination, neatness plus good communication and organizational skills are desirable qualities in library technicians.

Library technicians take a two-year program at a college or technical institute. The program includes at least one month of practical work or field placement in a library. Knowledge of a second language and previous library experience are an excellent preparation for library work, but not essential.

The Southern Alberta Institute of Technology (SAIT) in Calgary offers a two -year diploma program in Applied Arts with a specialization in Library Arts. The entrance requirements are an Alberta high school diploma or equivalent with a 50 percent standing in Grade XII English, and one other Grade XII subject in the sciences, mathematics, social sciences, law, accounting or a language other than English. The program supervisor should be contacted regarding mature student admission without these requirements. Selected courses are also available as individualized learning packages for home study. The distance education coordinator at SAIT should be contacted for more information on these courses.

Grant MacEwan Community College (Edmonton) offers a two-year Library Technician diploma program. The entrance requirements are an Alberta high school diploma or equivalent or mature student admission. A personal suitability interview is required for all candidates.

Employment and Advancement

There is an increasing demand for library technicians. They are employed in various kinds of libraries including public, academic, school and special libraries in government departments and private industry. Possible alternative positions outside the traditional library setting are available with information consulting firms, or in bookstores, publishing houses and other library-related fields. Library technicians are able to move easily from one library to another or one area of library service to another. However, technicians generally do not move into positions held by professional librarians. Canadian graduate faculties of library science do not recognize library technician courses for transfer credit.

Salary

The approximate yearly starting salary for library technicians is $14,000 and those with experience may earn up to $18,000 a year (1982 figure).

Other Sources of Information

Contact People

Program Head, Library Technician Program, Grant MacEwan Community College, Cromdale Campus, 8020 - 118 Avenue, EDMONTON T5B 0R8.

Program Supervisor, Library Arts Program, Southern Alberta Institute of Technology, 1301 - 16 Avenue, N.W., CALGARY T2M 0L4.

Associations

Alberta Association of Library Technicians, Box 700, EDMONTON T5J 2L4.

Canadian Library Association, 151 Sparks Street, OTTAWA, Ontario K1P 5E3.

Library Association of Alberta, Box 1357, EDMONTON T5J 2N2.

Printed Material

Careers Canada, 'Careers in Libraries, Museums and Archives', available in most Alberta high schools or by sending $1.00 to: Printing and Publishing, Supply and Services Canada, HULL, Quebec K1A 0S9. Catalogue number MP70-20 / 33-1979.

G.C. Occupational Information Monograph, 'Library Technician', Guidance Centre, Faculty of Education, University of Toronto, 252 Bloor Street West, TORONTO, Ontario M5S 2Y3, 1981.

This completes Module III. In your next module you will learn how to conduct an information interview to find out more about specific jobs from people who are actually working in them. In the meantime, feel free to call your Career Planning Consultant to request information on any occupations you wish to explore.

REMEMBER TO RETURN YOUR AUDIO-CASSETTE TAPE TO YOUR CAREER PLANNING CONSULTANT. ONCE IT HAS BEEN RECEIVED, MODULE IV WILL BE SENT TO YOU.